BZgA

Federal Centre
for
Health
Education

WHO Regional Office for Europe and BZgA

Standards for Sexuality Education in Europe

A framework
for policy makers,
educational and health authorities
and specialists

WORLD HEALTH ORGANIZATION
EUROPE

The matrix

Age group 0-4 38

Age group 4-6 40

Age group 6-9 42

Age group 9-12 44

Age group 12-15 46

Age group 15 and up 48

0–4	Information Give information about	Skills Enable children to	Attitudes Help children to develop
The human body and human development	■ all body parts and their functions ■ different bodies and different sexes ■ body hygiene • *the difference between oneself and others*	■ name the body parts ■ practise hygiene (wash every part of the body) ■ recognize body differences ■ express needs and wishes	■ a positive body-image and self-image: self-esteem ■ respect for differences ■ an appreciation of their own body • *an appreciation for the sense of well-being, closeness and trust created by body experience and experience of bonding* • *respect for gender equality*
Fertility and reproduction	■ pregnancy, birth and babies ■ basics of human reproduction (where babies come from) • *different ways to become part of a family (e.g. adoption)* • *the fact that some people have babies and some do not*	■ talk about these issues by providing them with the correct vocabulary	• *acceptance of different ways of becoming a child of a family*
Sexuality	■ enjoyment and pleasure when touching one's own body, early childhood masturbation ■ discovery of own body and own genitals ■ the fact that enjoyment of physical closeness is a normal part of everyone's life ■ tenderness and physical closeness as an expression of love and affection	■ gain an awareness of gender identity ■ talk about (un)pleasurable feelings in one's own body ■ express own needs, wishes and boundaries, for example in the context of "playing doctor"	■ a positive attitude towards one's body with all its functions = positive body-image ■ respect for others • *curiosity regarding own and others' bodies*
Emotions	■ different types of love ■ "yes" and "no" feelings • *words for feelings* • *feeling of the need for privacy*	■ feel and show empathy ■ say yes/no ■ express and communicate own emotions, wishes and needs • *express own need for privacy*	■ the understanding that emotions are expressed in many different ways ■ positive feelings towards their own sex and gender (it is good to be a girl – or a boy!) ■ the attitude that their own experience and expression of emotions is right • *a positive attitude towards different emotions in different circumstances*

■ **main topic (new)** ■ main topic (consolidation) • *additional topic (new)* • *additional topic (consolidation)*

0–4	Information Give information about	Skills Enable children to	Attitudes Help children to develop
Relationships and lifestyles	■ different kinds of relationship ■ different family relationships	■ talk about own relationships and family	■ a feeling of closeness and trust based on the experience of bonding ■ a positive attitude towards different lifestyles ■ the awareness that relationships are diverse
Sexuality, health and well-being	■ good and bad experiences of your body/what feels good? (listen to your body) ■ if the experience/feeling is not good, you do not always have to comply	■ trust their instincts ■ apply the three-step model (say no, go away, talk to somebody you trust) ■ achieve feelings of well-being	■ an appreciation of their body ■ the awareness that it is ok to ask for help
Sexuality and rights	■ the right to be safe and protected ■ the responsibility of adults for the safety of children ■ the right to ask questions about sexuality ■ the right to explore gender identities • *the right to explore nakedness and the body, to be curious*	■ say "yes" and "no" ■ develop communication skills ■ express needs and wishes • *differentiate between "good" and "bad" secrets*	■ an awareness of their rights which leads to self-confidence ■ the attitude "My body belongs to me" ■ the feeling that they can make their own decisions
Social and cultural determinants of sexuality (values/norms)	■ social rules and cultural norms/values ■ gender roles ■ social distance to be maintained with various people • *the influence of age on sexuality and age-appropriate behaviour* • *norms about nakedness*	■ differentiate between private and public behaviour ■ respect social rules and cultural norms ■ behave appropriately according to context • *know where you can touch*	■ respect for their own and others' bodies ■ acceptance of social rules about privacy and intimacy ■ respect for "no" or "yes" from others

■ **main topic (new)** ■ main topic (consolidation) • *additional topic (new)* • *additional topic (consolidation)*

4–6	Information Give information about	Skills Enable children to	Attitudes Help children to develop
The human body and human development	■ all body parts and their functions ■ different bodies and different sexes ■ body hygiene • *age differences in bodies and development*	■ name the body parts ■ practise hygiene (wash every part of the body) ■ recognize body differences ■ express needs and wishes • *recognize own and others' need for privacy*	■ **a positive gender identity** ■ a positive body-image and self-image: self-esteem ■ respect for differences ■ respect for gender equality
Fertility and reproduction	■ **myths related to reproduction (e.g. in some countries, children are told that a new baby has been "brought by the stork")** ■ life: pregnancy, birth and babies; end of life ■ basics of human reproduction	■ talk about these issues by providing them with the correct vocabulary	• *respect for differences: some people have babies, others do not*
Sexuality	■ enjoyment and pleasure when touching one's own body; early childhood masturbation ■ discovery of one's own body and genitals • *the meaning and expression of sexuality (for example, expressing feelings of love)* • *appropriate sexual language* • *sexual feelings (closeness, enjoyment, excitement) as a part of all human feelings (these should be positive feelings; they should not include coercion or harm)*	■ **talk about sexual matters (communication skills)** ■ **consolidate their gender identity** • *use sexual language in a nonoffensive way*	■ a positive body image ■ respect for others
Emotions	■ **jealousy, anger, aggression, disappointment** ■ **friendship and love towards people of the same sex** • *the difference between friendship and love* • *secret loves, first love (infatuations and "crushes", unrequited love)*	■ **manage disappointments** ■ express and communicate own emotions, wishes and needs • *manage their own and others' need for privacy* • *name own feelings adequately*	■ **the acceptance that feelings of love (as a part of all emotions) are natural** ■ the attitude that their own experience and expression of emotions is right and important (valuing their own feelings)

■ **main topic (new)** ■ main topic (consolidation) • *additional topic (new)* • *additional topic (consolidation)*

4–6	Information Give information about	Skills Enable children to	Attitudes Help children to develop
Relationships and lifestyles	■ **friendship** ■ **same-sex relationships** ■ different kinds of (family) relationship • *different concepts of a family*	■ **relate to each other and to family members and friends in an appropriate way** ■ **live together in families based on mutual respect** ■ **build up and maintain relationships**	■ **acceptance of diversity** ■ respect for differences in lifestyle
Sexuality, health and well-being	■ good and bad experiences of your body/what feels good? (listen to your body) ■ if the experience/feeling is not good, you do not always have to comply	■ trust their instincts and apply the three-step model (say no, go away, talk to someone you trust) ■ achieve feelings of well-being	■ **the attitude that they have a choice** ■ **an awareness of risks** ■ an appreciation of their body ■ the awareness that it is ok to ask for help
Sexuality and rights	■ **abuse; there are some people who are not good; they pretend to be kind, but might be violent** ■ their rights (including the right to information and the right to protection) ■ the responsibility of adults for the safety of children	■ **ask questions** ■ **turn to somebody you trust if in trouble** ■ express needs and wishes	■ the attitude "My body belongs to me" ■ an awareness of their rights
Social and cultural determinants of sexuality (values/norms)	■ **gender, cultural, age differences** ■ **values and norms differ by country and culture** ■ **all feelings are ok, but not all actions taken as a result of these feelings** ■ social rules and cultural norms/values	■ **recognize and deal with differences in values** ■ respect social rules and cultural norms • *talk about differences*	■ **socially responsible behaviour** ■ **an open, nonjudgmental attitude** ■ **acceptance of equal rights** ■ **respect for different norms regarding sexuality** ■ respect for their own and others' bodies

■ **main topic (new)** ■ main topic (consolidation) • *additional topic (new)* • *additional topic (consolidation)*

6–9	Information Give information about	Skills Enable children to	Attitudes Help children to develop
The human body and human development	■ **body changes, menstruation, ejaculation, individual variation in development over time** ■ **(biological) differences between men and women (internal and external)** ■ body hygiene	■ **know and to be able to use the correct words for body parts and their functions** • *appraise body changes* • *examine their body and take care of it*	■ **an acceptance of insecurities arising from their body awareness** ■ a positive body-image and self-image: self-esteem ■ a positive gender identity
Fertility and reproduction	■ **choices about parenthood and pregnancy, infertility, adoption** ■ **the basic idea of contraception (it is possible to plan and decide about your family)** ■ **different methods of conception** • *basic idea of fertility cycle* • *myths about reproduction*	■ develop communication skills • *gain an understanding that people can influence their own fertility*	• *an acceptance of diversity – some people choose to have children, others choose not to*
Sexuality	■ **love, being in love** ■ **tenderness** ■ **sex in the media (including the Internet)** ■ enjoyment and pleasure when touching one's own body (masturbation/self-stimulation) ■ appropriate sexual language • *sexual intercourse*	■ **accept own and others' need for privacy** ■ **deal with sex in the media** ■ use sexual language in a nonoffensive way	■ **an understanding of "acceptable sex" (mutually consensual, voluntary, equal, age-appropriate, context-appropriate and self-respecting)** • *an awareness that sex is depicted in the media in different ways*
Emotions	■ **the difference between friendship, love and lust** ■ jealousy, anger, aggression, disappointment • *friendship and love towards people of the same sex* • *secret loves, first love (infatuations and "crushes", unrequited love)*	■ express and communicate emotions, own wishes and needs ■ manage disappointments • *name own feelings adequately* • *manage their own and others' need for privacy*	■ **the acceptance that feelings of love (as a part of all emotions) are natural** ■ the attitude that their own experience and expression of emotions is right and important (valuing their own feelings)

■ **main topic (new)** ■ main topic (consolidation) • *additional topic (new)* • *additional topic (consolidation)*

6–9	Information Give information about	Skills Enable children to	Attitudes Help children to develop
Relationships and lifestyles	■ **different relationships in relation to love, friendship, etc.** ■ different family relationships • *marriage, divorce; living together*	■ **express oneself within relationships** ■ **be able to negotiate compromises, show tolerance and empathy** ■ **make social contacts and make friends**	■ **acceptance of commitment, responsibility and honesty as a basis for relationships** ■ **respect for others** ■ acceptance of diversity
Sexuality, health and well-being	■ **the positive influence of sexuality on health and well-being** ■ **diseases related to sexuality** ■ **sexual violence and aggression** • *where to get help*	■ **set boundaries** ■ trust their instincts and apply the three-step model (say no, go away, talk to somebody you trust)	■ **a sense of responsibility for one's own health and well-being** ■ an awareness of choices and possibilities ■ an awareness of risks
Sexuality and rights	■ **the right of self-expression** ■ **sexual rights of children (information, sexuality education, bodily integrity)** ■ abuse ■ the responsibility of adults for the safety of children	■ **ask for help and information** ■ turn to somebody you trust if in trouble • *name their rights* • *express wishes and needs*	■ **feelings of responsibility for oneself and others** ■ awareness of rights and choices
Social and cultural determinants of sexuality (values/norms)	■ **gender roles** ■ cultural differences ■ age differences	■ **talk about own experiences, wishes and needs in relation to cultural norms** ■ recognize and deal with differences	■ **respect for different lifestyles, values and norms**

■ **main topic (new)** ■ main topic (consolidation) • *additional topic (new)* • *additional topic (consolidation)*

9-12	Information Give information about	Skills Enable children to	Attitudes Help children to develop
The human body and human development	■ **body hygiene (menstruation, ejaculation)** ■ **early changes in puberty (mental, physical, social and emotional changes and the possible variety in these)** • *internal and external sexual and reproductive organs and functions*	■ **integrate these changes into their own lives** ■ know and use the correct vocabulary • *communicate about changes in puberty*	■ **an understanding and acceptance of changes and differences in bodies (size and shape of penis, breasts and vulva can vary significantly, standards of beauty change over time and differ between cultures)** • *a positive body-image and self-image: self-esteem*
Fertility and reproduction	■ **reproduction and family planning** ■ **different types of contraception and their use; myths about contraception** ■ **symptoms of pregnancy, risks and consequences of unsafe sex (unintended pregnancy)**	■ **understand the relationship between menstruation/ ejaculation and fertility** ■ **use condoms and contraceptives effectively in future**	■ **the understanding that contraception is the responsibility of both sexes**
Sexuality	■ **first sexual experience** ■ **gender orientation** ■ **sexual behaviour of young people (variability of sexual behaviour)** ■ love, being in love • *pleasure, masturbation, orgasm* • *differences between gender identity and biological sex*	■ **communicate and understand different sexual feelings and talk about sexuality in an appropriate way** ■ **make a conscious decision to have sexual experiences or not** ■ **refuse unwanted sexual experiences** • *differentiate between sexuality in "real life" and sexuality in the media* • *use modern media (mobile phones, Internet) and be aware of risks and benefits associated with these tools*	■ **acceptance, respect and understanding of diversity in sexuality and sexual orientation (sex should be mutually consensual, voluntary, equal, age-appropriate, context-appropriate and self-respecting)** ■ **the understanding of sexuality as a learning process** ■ **acceptance of different expressions of sexuality (kissing, touching, caressing, etc.)** • *understanding that everyone has his/her own timetable of sexual development*
Emotions	■ **different emotions, e.g. curiosity, falling in love, ambivalence, insecurity, shame, fear and jealousy** ■ **differences in individual needs for intimacy and privacy** ■ the difference between friendship, love and lust • *friendship and love towards people of the same sex*	■ **express and recognize various emotions in themselves and others** ■ **express needs, wishes and boundaries and respect those of others** ■ manage disappointments	■ **an understanding of emotions and values (e.g. not feeling ashamed or guilty about sexual feelings or desires)** ■ **respect for the privacy of others**

■ **main topic (new)** ■ main topic (consolidation) • *additional topic (new)* • *additional topic (consolidation)*

9–12	Information Give information about	Skills Enable children to	Attitudes Help children to develop
Relationships and lifestyles	■ **differences between friendship, companionship and relationships and different ways of dating** ■ **different kinds of pleasant and unpleasant relationships (influence of (gender) inequality on relationships)**	■ **express friendship and love in different ways** ■ make social contacts, make friends, build and maintain relationships • *communicate own expectations and needs within relationships*	■ **a positive attitude to gender equality in relationships and free choice of partner** ■ acceptance of commitment, responsibility and honesty as a basis for relationships ■ respect for others • *an understanding of the influence of gender, age, religion, culture, etc. on relationships*
Sexuality, health and well-being	■ **symptoms, risks and consequences of unsafe, unpleasant and unwanted sexual experiences (sexually transmitted infections (STI), HIV, unintended pregnancy, psychological consequences)** ■ **the prevalence and different types of sexual abuse, how to avoid it and where to get support** ■ the positive influence of sexuality on health and well-being	■ **take responsibility in relation to safe and pleasant sexual experiences for oneself and others** ■ **express boundaries and wishes and to avoid unsafe or unwanted sexual experiences** • *ask for help and support in case of problems (puberty, relationships, etc.)*	■ awareness of choices and possibilities ■ awareness of risks • *a feeling of mutual responsibility for health and well-being*
Sexuality and rights	■ **sexual rights,** *as defined by IPPF and by WAS* ✱ • *national laws and regulations (age of consent)*	■ **act within these rights and responsibilities** • *ask for help and information*	■ an awareness of rights and choices • *an acceptance of sexual rights for oneself and others*
Social and cultural determinants of sexuality (values/norms)	■ **influence of peer pressure, media, pornography, culture, religion, gender, laws and socioeconomic status on sexual decisions, partnerships and behaviour**	■ **discuss these external influences and make a personal assessment** • *acquire modern media competence (mobile phone, Internet, dealing with pornography)*	■ respect for different lifestyles, values and norms • *an acceptance of different opinions, views and behaviour regarding sexuality*

✱ International Planned Parenthood Federation (IPPF): Sexual Rights: an IPPF declaration. London 2008 and World Association for Sexual Health (WAS): Declaration of Sexual Rights. Hongkong 1999

■ **main topic (new)** ■ main topic (consolidation) • *additional topic (new)* • *additional topic (consolidation)*

12-15	Information Give information about	Skills Enable teenagers to	Attitudes Help teenagers to develop
The human body and human development	■ **body knowledge, body image and body modification (female genital mutilation, circumcision, hymen and hymen repair, anorexia, bulimia, piercing, tattoos)** ■ **menstrual cycle; secondary sexual body characteristics, their function in men and women and accompanying feelings** • *beauty messages in the media; body changes throughout life* • *services where teenagers can go for problems related to these topics*	■ **describe how people's feelings about their bodies can affect their health, self-image and behaviour** • *come to terms with puberty and resist peer pressure* • *be critical of media messages and beauty industry*	• *critical thinking related to body modification* • *acceptance and appreciation of different body shapes*
Fertility and reproduction	■ **the impact of (young) motherhood and fatherhood (meaning of raising children – family planning, career planning, contraception, decision-making and care in case of unintended pregnancy)** ■ **information about contraceptive services** ■ **ineffective contraception and its causes (use of alcohol, side-effects, forgetfulness, gender inequality, etc.)** ■ **pregnancy (also in same-sex relationships) and infertility** ■ facts and myths (reliability, advantages and disadvantages) related to various contraceptives **(including emergency contraception)**	■ **recognize the signs and symptoms of pregnancy** ■ **obtain contraception from an appropriate place, e.g. by visiting a health professional** ■ **make a conscious decision to have sexual experiences or not** • *communicate about contraception* • *make a conscious choice of contraceptive and use chosen contraceptive effectively*	■ **personal attitudes (norms and values) about (young) motherhood and fatherhood, contraception, abortion and adoption** ■ **a positive attitude towards taking mutual responsibility for contraception**
Sexuality	■ **role expectations and role behaviour in relation to sexual arousal and gender differences** • *gender-identity and sexual orientation, including coming out/ homosexuality* • *how to enjoy sexuality in an appropriate way (taking your time)* • *first sexual experience* • *pleasure, masturbation, orgasm*	■ **develop skills in intimate communication and negotiation** • *make free and responsible choices after evaluating the consequences, advantages and disadvantages of each possible choice (partners, sexual behaviour)* • *enjoy sexuality in a respectful way* • *differentiate between sexuality in real life and sexuality in the media*	■ the understanding of sexuality as a learning process • *acceptance, respect and understanding of diversity in sexuality and sexual orientation (sex should be mutually consensual, voluntary, equal, age-appropriate, context-appropriate and self-respecting)*
Emotions	■ the difference between friendship, love and lust ■ different emotions, e.g. curiosity, falling in love, ambivalence, insecurity, shame, fear and jealousy	■ express friendship and love in different ways ■ express own needs, wishes and boundaries and respect those of others • *deal with different/conflicting emotions, feelings and desires*	■ **acceptance that people feel differently (because of their gender, culture, religion, etc. and their interpretation of these)**

12-15	Information Give information about	Skills Enable teenagers to	Attitudes Help teenagers to develop
Relationships and lifestyles	■ **influence of age, gender, religion and culture** • *different styles of communication (verbal and nonverbal) and how to improve them* • *how to develop and maintain relationships* • *family structure and changes (e.g. single parenthood)* • different kinds of (pleasant and unpleasant) relationships, families and ways of living	■ **address unfairness, discrimination, inequality** ■ express friendship and love in different ways ■ make social contacts, make friends, build and maintain relationships • *communicate own expectations and needs within relationships*	■ **an aspiration to create equal and fulfilling relationships** • *an understanding of the influence of gender, age, religion, culture, etc. on relationships*
Sexuality, health and well-being	■ **body hygiene and self-examination** ■ the prevalence and different types of sexual abuse, how to avoid it and where to get support • *risky (sexual) behaviour and its consequences (alcohol, drugs, peer pressure, bullying, prostitution, media)* • *symptoms, transmission and prevention of STI, including HIV* • *health-care systems and services* • *positive influence of sexuality on health and well-being*	■ **make responsible decisions and well-informed choices (relating to sexual behaviour)** ■ ask for help and support in case of problems • *develop negotiation and communication skills in order to have safe and enjoyable sex* • *refuse or stop unpleasant or unsafe sexual contact* • *obtain and use condoms and contraceptives effectively* • *recognize risky situations and be able to deal with them* • *recognize symptoms of STI*	■ a feeling of mutual responsibility for health and well-being • *a sense of responsibility regarding prevention of STI/HIV* • *a sense of responsibility regarding prevention of unintended pregnancy* • *a sense of responsibility regarding prevention of sexual abuse*
Sexuality and rights	■ sexual rights, *as defined by IPPF and by WAS*✱ • *national laws and regulations (age of consent)*	■ **acknowledge sexual rights for oneself and others** ■ ask for help and information	■ an acceptance of sexual rights for oneself and others
Social and cultural determinants of sexuality (values/norms)	■ influence of peer pressure, media, pornography, (urban) culture, religion, gender, laws and socioeconomic status on sexual decisions, partnership and behaviour	■ **deal with conflicting (inter) personal norms and values in the family and society** ■ acquire media competence and deal with pornography	■ **a personal view of sexuality (being flexible) in a changing society or group**

✱ International Planned Parenthood Federation (IPPF): Sexual Rights: an IPPF declaration. London 2008 and World Association for Sexual Health (WAS): Declaration of Sexual Rights. Hongkong 1999

■ **main topic (new)** ■ main topic (consolidation) • *additional topic (new)* • *additional topic (consolidation)*

15 and up	Information Give information about	Skills Enable teenagers to	Attitudes Help teenagers to develop
The human body and human development	■ **psychological changes in puberty** ■ body knowledge, body image, body modification • *female genital mutilation, circumcision, anorexia, bulimia, hymen and hymen repair* • *beauty messages in the media; body changes throughout life* • *services where teenagers can go for help with problems related to these topics*	■ **identify differences between images in the media and real life** ■ come to terms with puberty and resist peer pressure ■ be critical of media messages and beauty industry, advertisements and the potential risks of body modification	■ **a critical view of cultural norms related to the human body** ■ acceptance and appreciation of different body shapes
Fertility and reproduction	■ **fertility changes with age (surrogacy, medically assisted reproduction)** ■ pregnancy (also in same-sex relationships) and infertility, abortion, contraception, emergency contraception (more in-depth information) ■ ineffective contraception and its causes (use of alcohol, side-effects, forgetfulness, gender inequality, etc). ■ information about contraceptive services ■ planning a family and career/ personal future ■ consequences of a pregnancy for young teenagers (girls and boys) • *"designer" babies, genetics*	■ **communicate with their partner on equal terms; discuss difficult topics with respect for different opinions** ■ **use negotiation skills** ■ **make informed decisions regarding contraception and (unintended) pregnancies** • *make a conscious choice of contraception and use chosen contraception effectively*	■ **willingness to take gender differences into account regarding fertility, reproduction and abortion** • *a critical view of different cultural/religious norms related to pregnancy, parenthood, etc.* • *an awareness of the importance of a positive role for men during pregnancy and childbirth; positive influence of engaged fathers* • *a positive attitude towards mutual responsibility for contraception*

■ **main topic (new)** ■ main topic (consolidation) • *additional topic (new)* • *additional topic (consolidation)*

15 and up	Information Give information about	Skills Enable teenagers to	Attitudes Help teenagers to develop
Sexuality	■ **sex as more than merely coitus** ■ **meaning of sex at different ages, gender differences** ■ **sexuality and disability, influence of illness on sexuality (diabetes, cancer, etc.)** ■ **transactional sex (prostitution, but also sex in return for small gifts, meals / nights out, small amounts of money), pornography, sexual dependency** • *sexual behavioural variations; differences in the cycle of arousal*	■ **discuss the forms relationships take and the reasons to have sex, or not to** ■ **"come out" to others (admit to homosexual or bisexual feelings)** ■ develop skills in intimate communication and negotiation • *handle difficulties in making contact; handle conflicting desires* • *be able to express respectfully one's own wishes and boundaries and take into account those of others* • *reflect on the power dimensions of sexuality*	■ **a positive attitude towards sexuality and pleasure** ■ acceptance of different sexual orientations and identities • *acceptance that sexuality in different forms is present in all age groups* • *a change from possible negative feelings, disgust and hatred towards homosexuality to acceptance and celebration of sexual differences*
Emotions	■ different types of emotions (love, jealousy); difference between feeling and doing • *awareness of difference between rational thoughts and feelings* • *insecurities at the beginning of a relationship*	■ **deal with being in love, ambivalence, disappointment, anger, jealousy, betrayal, trust, guilt, fear and insecurity; discuss emotions** • *deal with different/conflicting emotions, feelings and desires*	■ acceptance that people feel differently (because of their gender, culture, religion, etc. and their interpretation of these)
Relationships and lifestyles	■ **gender role behaviour, expectations and misunderstandings** • *family structure and changes, forced marriage; homosexuality/ bisexuality/asexuality, single parenthood* • *how to develop and maintain relationships*	■ address unfairness, discrimination, inequality • *challenge injustice and stop (themselves and others) using degrading language or telling demeaning jokes* • *explore what it means to be a mother/father* • *seek a well-balanced relationship* • *become a supportive and caring partner (male or female)*	■ an openness to different relationships and lifestyles; *understand the social and historic determinants of relationships*

■ **main topic (new)** ■ main topic (consolidation) • *additional topic (new)* • *additional topic (consolidation)*

15 and up	Information Give information about	Skills Enable teenagers to	Attitudes Help teenagers to develop
Sexuality, health and well-being	■ health-care systems and services ■ risky sexual behaviour and the impact it can have on health ■ body hygiene and self-examination ■ positive influence of sexuality on health and well-being • *sexual violence; unsafe abortion; maternal mortality; sexual aberrations* • *HIV/AIDS and STI transmission, prevention, treatment, care and support*	■ **counter sexual harassment; self-defence skills** ■ ask for help and support in case of problems • *obtain and use condoms effectively*	■ **internalization of responsibility for one's own and partner's sexual health**
Sexuality and rights	■ sexual rights: access, information, availability, violations of sexual rights • *concept of rights-holders and duty-bearers* • *gender-based violence* • *right to abortion* • *human rights organizations and the European Court of Human Rights*	■ **understand human rights language** ■ **be empowered to claim sexual rights** ■ **recognize violations of rights and speak out against discrimination and gender-based violence**	■ an acceptance of sexual rights for oneself and others • *awareness of power dimensions of duty-bearers vis-á-vis rights-holders* • *a sense of social justice*
Social and cultural determinants of sexuality (values/norms)	■ **social boundaries; community standards** • *the influence of peer pressure, media, pornography, (urban) culture, gender, laws, religion and socioeconomic status on sexual decisions, partnerships and behaviour*	■ **define personal values and beliefs** ■ deal with conflicting (inter) personal norms and values in the family and society • *reach out to a person who is being marginalized; treat people living with HIV or AIDS in the community with fairness* • *acquire media competence*	■ **an awareness of social, cultural and historical influences on sexual behaviour** • *respect for differing value and belief systems* • *an appreciation of self-reliance and self-worth in one's own cultural environment* • *a sense of responsibility for own role/point of view in relation to societal change*

■ **main topic (new)** ■ main topic (consolidation) • *additional topic (new)* • *additional topic (consolidation)*